

Chapter One

Introduction

This study discusses the correlation between ELED students' self-directed learning and their academic achievement in a web-based learning environment. In this chapter, the researcher describes the introductory part of this research namely background of the study, identification of the study, delimitation of problem, research question, objective of the study and significance of the research.

Background of the Study

Online learning has evolved over the last decade as a way for higher education students and lecturers to collaborate more freely, flexibly, interactively and it is use digital media to learn. Based on Reese (2014), many higher education institutions have implemented online learning in fully virtual and hybrid or blended formats in attempting to modernize education. Moreover, its effectiveness in educating students, its possibility in providing a world class education to anyone with internet connection and it is cost-effectiveness in the combat of rising post-secondary education costs. Web-based learning is one of the learning options that can be used in online learning by utilizing web pages that provide various information, and which can be accessed by using internet connection. At higher education level, using an online learning through a website can help students to learn outside the classroom which means they can learn anytime and anywhere they want. According to Khan (2001), web-based

learning is an interactive educational tool that has provided a wider range of new and interesting learning experiences and teaching environments for learners and educators that it is not possible in a conventional class.

The current higher educational trend toward the development of 21st century skills is using web-based learning. Based on Green et al. (2010), 21st century skills such not limited to cultural and global awareness, communication skills, reflection, self-direction, creativity and risk taking and applications of knowledge in the real world that has made by online learning process. Moreover, blended learning is a learning model that commonly used in higher education level at this era in which it combines face-to-face learning and online learning through a web based. Al-Rimawi (2014) argued that blended learning is a combination between the advantages of e-learning and the benefits of classroom education; it is based on the blend of traditional learning and e-learning. However, since the Coronavirus disease 2019 (COVID-19) pandemic occurred in various countries which it requires learning process in every education level used fully online meeting through a website and make the learning process more effectively. According to Guglielmino and Guglielmino (2003), using web-based learning can encourage students' self-directed learning because it is a main factor to be successful in e-learning environment. Self-directed learning is seen as any form of study in which individuals are primarily responsible for planning, implementing, and even assessing the effort (Hiemstra, 1994). That is because students can learn independently when doing online learning without having a face-to-face meeting with their lecturers and peers in the classroom.

If students have self-directed learning skills, they also possibly have the same opportunity to get a lot of information and knowledge in accordance with their learning styles that will bring benefits to their academic achievement. Knowles (1975) argued that self-directed learning requires the ability of someone to assess with or without the help of others, to define what learning needs, to communicate learning achievements explicitly and implicitly, to choose and execute effective learning strategies and to evaluate learning outcomes.

Furthermore, self-directed learning may have correlation on students' academic achievement. It is because academic achievement can indicate the ability of students to master and understand the subject matter. The result of an achievement will show the improvement of students' learning. According to Winkel (2007), achievement is a maximum score reached during the learning process by students. The result of academic achievement in university is identified in the form of a Grade Point Average (GPA). The students will get it at the end of each semester. Besides, academic achievement becomes the success outcome of learning, and it can be measured with a wide range of indicators (Steinmayr et al., 2016). It will be optimally achieved if the students can carry out learning activities independently. Whereas, as college students, they have begun to think critically and know what they need and understand which are their priorities. So, if students have self-directed learning skills, they will know the way they learn and the learning sources they used. It might also relate on their academic achievements.

English Language Education Department (ELED) at a private university in Yogyakarta has been implementing blended learning as the learning model since 2016 with a percentage of 60% for face-to-face meeting and 40% for online meeting through website. By using blended learning model, ELED students there should learn independently. The lecturers become the facilitators in online learning process. Therefore, it encourages ELED students' self-directed learning because they learn by themselves. Especially in 2020 since the COVID-19 pandemic, the university changed the learning process from blended learning into fully online learning since March 2020. Thus, students have to learn by themselves directly which means they have the same opportunity to learn by their learning styles. Hence, it might correlate on their academic achievement especially in online learning. So based on the analysis above, the researcher wants to find out whether there is a correlation between ELED students' self-directed learning and their academic achievement in a web-based learning environment.

Identification of the Problem

The use of a web-based learning environment can make students have skills to learn independently. It becomes capacity that is needed particularly for English Language Education Department students in the learning process. This is because it can make them become more independent so they can develop the potential that exists in themselves. Self-directed learning is an internal capability possessed by each individual and can always be developed by themselves. It is in accordance with the characteristics of college students as adult learners, where they existed on a scale

from dependent learner to independent learner (Botha & Coetzee, 2016). Based on the researcher's observation at the English Language Education Department at a private university in Yogyakarta that have been implementing blended learning models which in its implementation, there are 60% of face-to-face meeting and 40% online meeting through a website. Moreover in 2020, COVID-19 pandemic occurred in various countries including Indonesia which requires learning process at that university used fully online meeting through a website.

Thus, ELED students must learn more independently when teaching and learning process happen outside the classroom which means used online learning because when they learn, the lecturers become their facilitator in a website that provide all the learning material. There are group discussions, assignments, attendances, learning materials, videos etc. on that web. So, the students there must learn by themselves relating with their learning style. The problem that ELED students faced in online learning process like connection internet issue, social issues such as engaging in group work, assisting each other to perform assignments, and gazing at lecturers' gesture while learning process, students are less engage in an online learning situation and so on. However, because the students should learn independently during this COVID-19 pandemic through website, it might correlate on their academic achievement. In addition, the academic achievement obtained by each student is varied. This is quite interesting, because the time allocation for studying for each student has no difference, which is 24 hours per day, the students studied the same course that is English education and other factors that influence it. They were

given the same material and assignments by the lecturers and also the same learning model.

Delimitation of the Problem

The scope of this study focuses on the correlation between ELED students' self-directed learning and their academic achievement in a web-based learning environment. Moreover, the researcher focuses on ELED students' batch 2019 at a private university in Yogyakarta. It is because based on the researcher's observation on that university, students batch 2019 are getting used to learn independently while at university compared to freshman year. Moreover, they also still have a high desire to learn compared to senior students.

Research Question

Based on the problem that is stated in previous section, the research questions are:

1. How is ELED students' self-directed learning level at a private university in Yogyakarta?
2. How is ELED students' academic achievement level at a private university in Yogyakarta?
3. Is there any correlation between ELED students' self-directed learning and their academic achievement in a web-based learning environment?

Objective of the Study

The aims of this study are to reveal ELED students' self-directed learning level at a private university in Yogyakarta. Besides, the researcher wants to find out ELED students' academic achievement level at a private university in Yogyakarta. Finally, this study will investigate whether there is any significant correlation between ELED students' self-directed learning and their academic achievement in a web-based learning environment.

Significance of the Research

This study is expected to give some information about the correlation between ELED students' self-directed learning and their academic achievement in a web-based learning environment. Besides, the researcher expects the results of this study can be used to contribute for students, pre-service teachers, lecturers, and future researchers. The explanations are presented as follows:

Students

The results of this study to make ELED students can know their self-directed learning and academic achievement level so it is expected that students can increase their responsibility in learning process, they can target their learning objectives and choose the learning resources they used. They can reflect and evaluate their learning process especially through web-based learning environment. Then, it increases their awareness to learn maximally that it might correlate on their learning outcomes.

Moreover, students are expected to manage their time in learning process, independent and confident to solve their learning problems.

Pre-service Teachers

By knowing if there is any the correlation between students' self-directed learning and their academic achievement, pre-service teachers especially at English Language Education Department can preparing themselves to become future teacher candidates who can be good facilitators for their students so they can learn well independently. Besides, pre-service teachers can also use this study as a reference in their teaching and learning process if students who have self-directed learning skills might have a correlation with their learning outcomes.

Lecturers

The study can be useful for the lecturers, particularly at English Language Education Department to know if self-directed learning is useful for their students in learning process by using a web based. Moreover, the lecturer can know if self-directed learning has a correlation with academic achievement. So, they can encourage the students especially in online learning process to be independent learners because it may correlate on their academic achievement. The lecturers can also become good facilitators while online learning process in providing the learning material that can be used for students in learning independently.

Future Researchers

The researcher hopes that the results of this study can be a reference for future researchers with similar study. While the focus on this study is the correlation between ELED students' self-directed learning and their academic achievement in web-based learning environment. Thus, it is beneficial to the future researchers to know student's category of self-directed learning and their academic achievement level. Then, they know if students' self-directed learning might correlate on their academic achievement.